

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

945 West Apache Trail, Apache Junction, AZ 85220

Apache Trail Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05 Performing
2003-04 Performing
2002-03 Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Randy Cook
Schedule : 07:30 AM to 06:00 PM
Grades : 9-12
2005 Enrollment : 162
Web Address : leonagroup.com/apachetrailhs/
Phone Number : (480) 288-0337
Fax Number : (480) 288-0340
E-mail : randy.cook@leonagroup.com

Mission

Literacy is the mission at ATHS. Literacy in reading, writing, and critical thinking is the foundation for all of life's achievements; therefore, in teaching reading and writing across the curriculum, we ensure our student's ultimate success in contributing positively to a free society.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status ^(b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü All students will master and move beyond the Arizona Academic Standards.
- ü All students will show significant improvement in comprehensive literacy skills which include reading, writing, listening, speaking, viewing, presenting, and thinking.
- ü ATHS students will experience significant improvement on the AIMS math test.

Enrollment

October 1, 2004 School Year Student Enrollment : 164
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 150

Instructional Programs

- ü Accelerated Graduation Plans
- ü Work Experience Credit
- ü Direct and Computer-Based Instruction
- ü Individual After-School Tutoring

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/5/2006

Shared Responsibilities

School

Parents/guardians contacted daily concerning student absences. Open House and Information Forum twice yearly. Progress and report cards mailed each block. Consistent verbal/written contact from teachers regarding student's academic and behavioral progress. E-mail contact is available for communication with entire staff. After school tutoring and remediation is offered so all students can benefit from extended academic support outside classroom instructional hours.

Parents

Mandatory interview with parent and student upon enrollment. Become familiar with school policies and expectations and sign parent letter of support. Hold students accountable for all behavioral and academic expectations communicated in the student handbook and communicated at the enrollment interview. Attend parent/teacher conferences. Participate in field trips and other school activities. Support your child in all school endeavors.

Transportation Policy

Students may utilize ATHS transportation if they live outside a 1 mile radius of the school facilities. Behavioral expectations communicated in the student contract/agreement apply.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Junior Statesman selection Yale University	2004
ü AZ Republic Newspaper Young Scholastic Journalist Award	2004
ü Central Arizona College Academic Symposium Poetry Award	2004
ü Award of Merit 2005 CAC Academic Symposium	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	69846	100	100	100	685	685	699	20	20	21	33	33	11	47	47	49	0	0	18
All Students (Prior Year)	43	43	65934	100	100	100	470	470	492	69	69	43	18	18	18	13	13	24	0	0	15
Female	19	19	34328	100	100	99	678	678	702	25	25	19	38	38	12	38	38	51	0	0	18
Male	14	14	35509	100	100	100	693	693	696	14	14	23	29	29	11	57	57	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	26	26	36421	100	100	99	679	679	714	30	30	12	20	20	8	50	50	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	25	25	62220	100	100	99	687	687	712	23	23	16	23	23	11	54	54	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	20	20	21421	100	100	92	692	692	686	9	9	35	45	45	15	45	45	43	0	0	7
Non-Economically Disadvantaged	13	13	48489	100	100	100	667	667	704	50	50	15	0	0	10	50	50	52	0	0	23

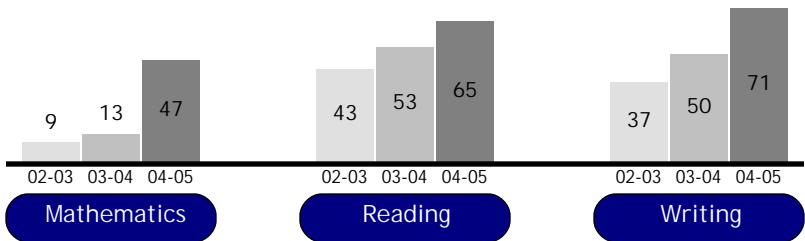
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	71311	100	100	100	688	688	694	0	0	7	35	35	21	65	65	63	0	0	9
All Students (Prior Year)	43	43	68162	100	100	100	499	499	509	21	21	18	26	26	24	53	53	51	0	0	8
Female	22	22	34899	100	100	100	697	697	700	0	0	5	20	20	19	80	80	66	0	0	10
Male	11	11	36430	100	100	100	677	677	688	0	0	9	57	57	22	43	43	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	24	24	36841	100	100	99	685	685	713	0	0	3	40	40	12	60	60	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	25	25	63379	100	100	100	690	690	707	0	0	5	33	33	18	67	67	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	20	20	22243	100	100	93	682	682	677	0	0	14	50	50	32	50	50	51	0	0	3
Non-Economically Disadvantaged	13	13	49157	100	100	100	704	704	702	0	0	4	0	0	16	100	100	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	34	70868	100	100	100	688	688	688	0	0	5	29	29	23	71	71	63	0	0	9
All Students (Prior Year)	42	42	67629	100	100	100	503	503	524	21	21	22	29	29	16	50	50	59	0	0	3
Female	23	23	34710	100	100	99	685	685	697	0	0	3	30	30	19	70	70	66	0	0	12
Male	11	11	36176	100	100	100	693	693	678	0	0	7	29	29	27	71	71	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	25	25	36710	100	100	99	687	687	702	0	0	2	30	30	15	70	70	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	26	26	63054	100	100	99	688	688	701	0	0	3	27	27	20	73	73	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	21	21	21994	100	100	92	687	687	673	0	0	10	33	33	36	67	67	52	0	0	3
Non-Economically Disadvantaged	13	13	48960	100	100	100	691	691	694	0	0	3	20	20	18	80	80	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	96	35	NA	42	89	46	46	51
	Language	--	--	--	42	100	32	32	42	89	46	46	50
	Mathematics	--	--	--	60	100	46	46	63	89	49	49	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Apache Trail High School

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	6.92
Other Professional Staff	.25	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	28%
Percent of core classes not taught by Hightly Qualified Teachers	7%

Resources Available at School Site	
Special Facilities	
Ü Computer Lab	Ü Accelerated Reader Library
Ü Cosmetology Lab/School	

Extracurricular Activities	
Ü Student Council	Ü Yearbook
Ü Creative Writing Club	Ü College Exploration Club
Ü Creative Arts Club	Ü Video Production Club
Ü School Newspaper	Ü Girl's Softball

Social Services	
Ü Apache Junction Library	
Ü Central Arizona College Outreach	
Ü Pinal Gila Behavioral Health Association	
Ü Superstition Mountain Mental Health	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü ATHS students met the comprehensive literacy goal as demonstrated by double-digit increases in reading and writing on the AIMS test and significant improvement on internal/schoolwide traditional and performance-based assessments.
- ü ATHS students experienced significant improvement on the AIMS math test as demonstrated by double-digit increases in students meeting/exceeding.
- ü Systematic improvement on state mandated assessments, internal CRT's and other performance-based assessments, all aligned to state standards, indicates positive movement towards all students mastering Arizona Academic Standards.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Transfers Out Rates ⁵	53	12	12	17
Transfers In Rate ⁶	112	28	28	37
Stability Rate ⁷	46	87	87	82
Promotion Rate ⁸	46	96	95	81
Retention Rate ⁹	8	1	1	3
Dropout Rate ¹⁰	28	0	1	6
Status Unknown ¹¹	19	0	1	4
Graduation Rate ¹²	45	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

ATHS has a highly effective peer mediation program that improves each year. We nurture a culture of respect and tolerance that creates a positive environment conducive for learning. ATHS has had one fight in 3 years. ATHS has a sound crisis management plan in place. The small campus provides a safe haven for students and by nature provides a safer, more secure environment than the large, traditional public school campuses.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Randy Cook	(480) 288-0337
Transportation Policy	Sharna Watson	(480) 288-0337
Community Resources	Randy Cook	(480) 288-0337
School Nutrition Programs		
Parent Organization		
Student Health/Nurse	Sandi Hammond	(480) 288-0337

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.